

DEWEY CARTER ELEMENTARY

4937 South Irby Street
Effingham, South Carolina 29541

GRADES PK-6 Elementary School

ENROLLMENT 676 Students

PRINCIPAL Howard Worrell 843-664-8479

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	45	53	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

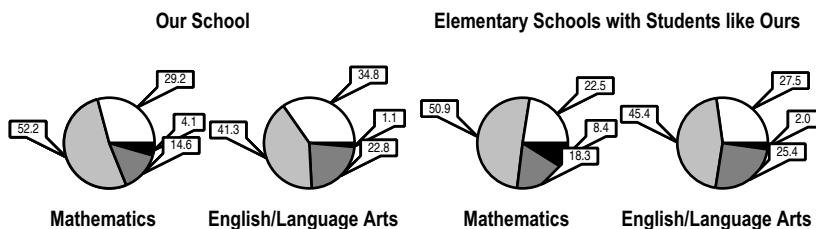
FOR MORE INFORMATION, VISIT WEBSITES AT:




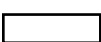
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	90	38
Percent satisfied with learning environment	82.6%	83.3%	73.0%
Percent satisfied with social and physical environment	83.0%	78.7%	72.2%
Percent satisfied with home-school relations	76.6%	91.1%	70.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	396	99.2	34.8	41.3	22.8	1.1	23.9	17.6
Gender								
Male	188	99.5	38.3	47.4	13.1	1.1	14.3	17.6
Female	208	99.0	31.6	35.8	31.6	1.0	32.6	17.6
Racial/Ethnic Group								
White	209	99.0	26.6	41.7	30.7	1.0	31.8	17.6
African-American	178	99.4	44.1	41.2	13.5	1.2	14.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	338	99.1	29.5	43.3	26.0	1.3	27.2	17.6
Disabled	58	100.0	64.3	30.4	5.4	N/A	5.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	396	99.2	34.8	41.3	22.8	1.1	23.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	396	99.2	34.8	41.3	22.8	1.1	23.9	17.6
Socio-Economic Status								
Subsidized meals	249	98.8	43.0	39.5	16.6	0.9	17.5	17.6
Full-pay meals	147	100.0	22.1	44.1	32.4	1.4	33.8	17.6

Mathematics								
All students	396	100.0	29.2	52.2	14.6	4.1	18.6	15.5
Gender								
Male	188	100.0	27.4	57.7	11.4	3.4	14.9	15.5
Female	208	100.0	30.8	47.2	17.4	4.6	22.1	15.5
Racial/Ethnic Group								
White	209	100.0	16.6	54.9	21.8	6.7	28.5	15.5
African-American	178	100.0	43.3	49.7	5.8	1.2	7.0	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	338	100.0	25.5	53.8	16.2	4.5	20.7	15.5
Disabled	58	100.0	50.0	42.9	5.4	1.8	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	396	100.0	29.2	52.2	14.6	4.1	18.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	396	100.0	29.2	52.2	14.6	4.1	18.6	15.5
Socio-Economic Status								
Subsidized meals	249	100.0	37.3	49.8	10.7	2.2	12.9	15.5
Full-pay meals	147	100.0	16.6	55.9	20.7	6.9	27.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	18.0	49.4	30.3	2.2	32.6
	Grade 4	83	N/A	37.0	45.7	17.3	N/A	17.3
	Grade 5	87	N/A	35.6	54.0	10.3	N/A	10.3
	Grade 6	91	N/A	28.6	44.0	25.3	2.2	27.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	99.0	22.3	38.3	36.2	3.2	39.4
	Grade 4	97	99.0	30.0	46.7	23.3	N/A	23.3
	Grade 5	97	99.0	48.9	44.3	6.8	N/A	6.8
	Grade 6	103	100.0	38.5	36.5	24.0	1.0	25.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	29.2	51.7	15.7	3.4	19.1
	Grade 4	83	N/A	38.3	40.7	17.3	3.7	21.0
	Grade 5	87	N/A	37.9	43.7	13.8	4.6	18.4
	Grade 6	91	N/A	37.4	44.0	14.3	4.4	18.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	100.0	30.5	52.6	15.8	1.1	16.8
	Grade 4	97	100.0	22.2	51.1	20.0	6.7	26.7
	Grade 5	97	100.0	30.3	65.2	3.4	1.1	4.5
	Grade 6	103	100.0	33.3	40.6	18.8	7.3	26.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 676)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Up from 1.1%	2.7%	2.4%
Attendance rate	94.7%	Up from 91.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.1%	Up from 3.4%	11.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.9%	Up from 6.4%	8.1%	8.0%
Older than usual for grade	1.5%	Up from 1.0%	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	31.0%	Down from 36.4%	47.1%	50.0%
Continuing contract teachers	76.2%	Up from 75.0%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.0%	Down from 82.8%	86.9%	86.2%
Teacher attendance rate	94.4%	Up from 89.9%	95.2%	95.3%
Average teacher salary	\$36,263	Down 0.2%	\$39,347	\$39,909
Prof. development days/teacher	12.4 days	Up from 5.2 days	11.6 days	11.4 days

School				
Principal's years at school	30.0	Up from 21.0	4.0	4.0
Student-teacher ratio	15.4 to 1	Down from 16.4 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 79.7%	89.3%	89.7%
Dollars spent per pupil*	\$4,856	Up 8.8%	\$5,651	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 66.7%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Teachers and students at Dewey L. Carter Elementary School are to be commended for their initiative and dedication during the 2002-2003 school year. All of our efforts have been committed to continuous improvement and focused on our school wide goals. Individual and school goals were directly aligned to those of Florence School District One.

Our students participated in the following curriculum activities: language arts, math, health, art, music, physical education, social studies, science, Thinking Maps, Reading Recovery, Reading Renaissance, LightSpan for second and third grade students, a computer lab to improve math and language arts PACT scores through the Orchard Program software, Southern Bell Pioneer Program for kindergarten students, Golden Kiwanis Terrific Kids Program, and fifteen sixth grade students were honored with the "Presidential Academic Fitness Award." An After School Extended Day Program provides many activities (classroom instruction and computer lab) for the improvement of PACT scores.

Mrs. Andra Enzor was selected our "Teacher of the Year" by her colleagues. Mrs. Amy Poston received National Board Certification with several other teachers pursuing certification.

The Dewey L. Carter APT and School Improvement Council have been very productive with recommendations and instructional purchases for our school that includes the continuing upgrading of our security system with cameras and monitors to ensure hallways, entrances, and student pick up and bus areas are safe for our students.

Dewey L. Carter Elementary School is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

Students, teachers, staff, and parents continue to work together to make Dewey L. Carter Elementary School a wonderful place to grow and be challenged. "Kids Come First" sets the tone for our school.

Howard O. Worrell, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.